DOCUMENT RESUME

ED 430 368 EC 307 221

AUTHOR Allison, Sheila A.
TITLE The Development and Implementation of Behavior Management Strategies To Decrease Discipline Referrals and Increase Teaching Time in the Classroom at the Secondary Level.
PUB DATE 1999-04-30
NOTE 57p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Behavior Change; Behavior Disorders; *Behavior Problems; *Classroom Techniques; *Consultation Programs; Data Collection; Discipline; Emotional Disturbances; High Schools; Inservice Teacher Education; Intervention; Prevention; Referral; Surveys
IDENTIFIERS Individuals with Disabilities Education Act

ABSTRACT

This practicum involved development and implementation of an inservice training workshop on behavior management in the high school setting. Participants were five teachers with students who exhibited challenging behaviors. Prior to the workshop, a needs assessment was conducted which found that the school had a high rate of referral and placement in restrictive alternative settings and that teachers desired training in behavior management techniques. Intervention involved five components of services provided to the teachers by the researcher: (1) the inservice training; (2) on-going consultation regarding behavioral problems; (3) assistance with implementation of behavioral interventions; (4) instruction and assistance with data collection; and (5) provision of a safe environment for teachers to discuss classroom concerns. The inservice training covered discipline and the Individuals with Disabilities Education Act, characteristics of children with behavioral and emotional difficulties, behavior management strategies, and data collection methods. Teachers were helped to select three target behaviors for intervention. Although evaluation did not show initial objectives were achieved, due primarily to loss of most of the targeted students, evaluation did find that teachers implemented behavior interventions more consistently and spent less time on discipline and more time on teaching than before the workshop. The needs assessment, pre-implementation, and post-implementation teacher surveys are appended. (Contains 19 references.) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 430 368

The Development and Implementation of Behavior Management Strategies to Decrease Discipline Referrals and Increase Teaching Time in the Classroom at the Secondary Level

by
Sheila A. Allison
Cluster 84

A Practicum I Report Presented to
the Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.
Allison

Nova Southeastern University
1998 - 1999

Table of Contents

	Page
Acknowledgments	iv
Abstract	v
Chapter I: Introduction	1
Description of Community	1
Writer's Work Setting	2
Writer's Role	3
Chapter II: Study of the Problem	5
Problem Statement	5
Problem Description	5
Problem Documentation	5
Causative Analysis	7
Relationship of the Problem to the Literature	11
Chapter III:Anticipated Outcomes and Evaluation Instrument	18
Goals and Expectations	18
Expected Outcomes	18
Measurement of Outcomes	18
Chapter IV: Solution Strategy	21
Discussion and Evaluation of Solutions	21
Description of Selected Solutions	27
Report of Action Taken	29
Chapter V: Results	39
Results	39
Discussion	40
Recommendations	42
Dissemination	43
References	44
Appendices	
A School Wide Teacher Survey	47
B Pre Implementation Survey	49
C Post Implementation Survey	51
Tables	
1 Teacher Responses to School Wide Survey	8

ACKNOWLEDGEMENT

The writer acknowledges the support and love of her father, Henry Meyers, without whose encouragement this practicum and doctoral aspirations would not be a reality. He has encouraged this writer to always reach higher and continue learning and growing.

The writer's friend, Julia Johnston has provided motivation, support, and consistency throughout her journey in Nova Southeastern University's doctoral program. Her colleagues have encouraged her, empathized with her, and forgiven her in times of stress. Cynthia Clinesmith, Dalton West, Kathy Major, Edna Nation, Ann Withers, Carolyn Cobb, and Tim O'Brien were instrumental in permitting this practicum to be implemented at the high school.

Abstract

The Development and Implementation of Behavior Management Strategies to Decrease Discipline Referrals and Increase Teaching Time in the Classroom at the Secondary Level, Allison, Sheila A., 1998: Practicum Report, Nova Southeastern University, Ed.D., Program in Child and Youth Studies. Special and General Education Teachers/Behavior Management Implementation/Administrators/Students/In-service training.

This practicum was designed to assist teachers and administrators with students who exhibit challenging behavioral and emotional difficulties. The goals projected for this practicum were to decrease the number of referrals for discipline to the school administrators, and increase the amount of time teaching. An in-service training, explaining the goals, was presented to the high school faculty. Surveys were completed by the teaching and administrative staff.

The writer assessed the needs of the faculty, developed and implemented training for teachers who work with students with challenging behaviors, and formulated strategies to be utilized for behavior management in the high school setting.

Analysis of the data revealed that teachers were in need of training for discipline strategies in the classroom and that behavior management techniques acquired from training transferred effectively to individual classrooms. Classroom time devoted to teaching rather than disciplining increased. Having clearly defined classroom rules and discipline procedures resulted in fewer discipline referrals to administrators.

****

Permission Statement

As a student in the Ed.D Program in Child and Youth Studies, I do (X) do not ( ) give permission to Nova Southeastern University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova Southeastern University will not charge for dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

4-30-99 (date)

Sheila A. Allison (signature)

Chapter I: Introduction

Description of Community

Geographically, the setting for this writer's proposal is a rural community within thirty minutes of a large urban area. The rural community consists of ranch and farm land and encompasses a hundred square miles.

Demographically, the population of the community is 7,500 and is scattered throughout the outlying areas. The majority of the residents are from several generations of ranchers and farmers.

This writer works in a Special Education Shared Service Arrangement (SSA) located in the largest of three districts. Within the largest district there is one high school, one middle school, and one elementary school. The two other member districts of the SSA have similar school settings.

District information gained from the State Education Agency Academic Excellence Indicator System for the 1995-1996 school year recorded the ethnic distribution as African American 2.3%, Hispanic 18.3%, Caucasian 81%, Asian .2% and Native American .3%.

The total number of students identified as economically disadvantaged is 358, and limited English proficient is 65. The district enrollment total is 1,161. With the diverse student population in this school district, teachers, administrators, and staff must consider the native language and cultural background of each family.

Writer's Work Setting

The district's mission is to assist students in obtaining necessary life and problem solving skills to function independently in a culturally diverse society.

The uniqueness of this writer's setting is related to the fast growth of the community and the resistance of the community to change. With the influx of people, problems involving drugs and gangs are invading the quiet countryside and disrupting the status quo in the community.

The special education placement continuum is more diverse than in past years and encourages more understanding of children's disabilities and needs. With the enactment of Senate Bill I, the State Education Agency mandated a broader continuum to include an Alternative Education Placement (AEP) in every district by the 1997-1998 school year. At the time of writing this report, the AEP center at this writer's work setting is operating in its third year and is undergoing major procedural changes.

Another characteristic in this writer's work setting is the SSA comprised of three rural districts, all served by one special services director. The SSA provides diagnostic, educational and related services to all three districts. Funding is prorated through the fiscal agent according to the number of students served in each district. Support staff are hired by the fiscal agent and assigned to the districts.

Developing a rapport with staff on the high school campus is difficult due to the enormous caseload and duties of this Licensed Specialist in School Psychology (LSSP). The

majority of the teachers and administrators at the high school are from homogeneous backgrounds. The staff is comprised of 35 teachers, a full time counselor, a full time vocational coordinator, a part time licensed specialist in school psychology and two administrators. There are 351 students from diverse ethnic and socioeconomic backgrounds.

Many of the Hispanic children are from non-English speaking homes although those families have inhabited this community for 10 or more years. A high percentage of children are enrolled for free and reduced lunch programs. Although a majority of the school population is Caucasian, students of Hispanic, Asian, African American, and Native Indian background are beginning to reside in this community. The high school encompasses grades 9 through 12.

Writer's Role

Within the SSA, this writer is employed as a LSSP. As the LSSP, the roles and responsibilities vary from setting to setting. At the high school setting, the LSSP provides behavior intervention techniques and consultation to teachers and administrators, counsels students identified as emotionally disturbed who are struggling academically, and assists the teacher in implementing a behavior curriculum in the AEP.

This LSSP also serves as the educational diagnostician for the high school. This writer administers intelligence and achievement tests to determine special education eligibility for students referred for evaluation. This writer also schedules and attends Admission, Review, and

Dismissal (ARD) meetings to discuss evaluation results and participate in the decision making process of eligibility, least restrictive environment, and educational programming for the student.

Chapter II: Study of the Problem

Problem Statement

The problem to be solved in this practicum was that students with challenging behavioral and emotional difficulties were being removed from general and special education classes by high school administrators and teachers.

Problem Description

Students who exhibited challenging behaviors were being referred to the principal and sent to the most restrictive placement on campus. Most of the 35 general education teachers did not have current training in behavior management techniques. Prior to referral, students were not always given the opportunity to conduct private discussions with the teacher and principal regarding the inappropriate behavior.

Special education students with behavioral difficulties had behavior intervention plans which were not being fully implemented. In some cases, a "knee-jerk" reaction took place rather than following the devised plan of action.

The AEP was being chosen too often as a quick fix to a manageable problem. The AEP program did not have clearly defined criteria for entrance to and exit from the program.

Problem Documentation

Much evidence was available to suggest that the removal of students for behavioral difficulties was a growing problem in the high school setting. For 10 chosen students, discipline for behavior difficulties, and the return rate to the AEP had been documented by the administrators. Of the 10 students researched, five withdrew from the school setting

for reasons including excessive truancy, transfer to the Juvenile Justice Alternative Education Placement (JJAEP), or transfer out of the district. Baseline data of the 10 students included attendance in school, number of discipline referrals, and reasons for removal from class. One on one interviews were conducted with the 10 selected students to evaluate the students' view of the school discipline procedures. All 10 students stated that the school discipline procedures addressed the negative aspects of discipline without a means for rewarding desired student behavior. The students interviewed also stated that the discipline procedures were not always clear or consistent throughout the school setting. The student code of conduct handbook continues to be used as the guide for discipline procedures at the secondary level. The literature pertaining to the emotional and behavioral difficulties in the school setting was reviewed by this writer.

Many of the students designated to attend the AEP for behavioral difficulties are at-risk for dropping out of high school. Many of these students have juvenile police records which include incarceration in county and state facilities. At the time of writing this report, the district At-Risk Coordinator had the responsibility of tracking students in the district for attendance, at-risk behavior and out of school suspension. As of August, 1998, the school district no longer employs an At-Risk Coordinator, and the responsibility now resides with the campus administrators.

Causative Analysis

Teachers and administrators reported not having adequate training in implementing and understanding behavior management techniques in the classrooms. To further investigate the causes of the problem, strategies were employed that involved several methods of data collection from staff and administrators. Surveys were distributed and collected from the 35 teachers at a weekly faculty meeting at the high school. The rating scale for the survey was explained and questions were addressed. Of the 35 surveys distributed, all were returned to this writer at the conclusion of the faculty meeting (see Appendix A).

A rating scale from 1 to 5 was used on the survey with 1 being the highest rating of support and 5 being the lowest rating of support. On the survey, most teachers rated their knowledge of behavior management techniques and intervention strategies as poor. The understanding of special education procedures and special education laws was also rated from poor to low.

Teachers felt frustrated and overwhelmed with the task of managing challenging student behaviors. Teachers were interviewed as to their preparedness in dealing with students who exhibited challenging behaviors. The surveys were distributed, collected, and scored from the 35 general and special education teachers (see Table 1).

Information was also obtained by informal interviews with staff concerning students with behavior difficulties in their classrooms and teachers expectations of these students.

Table 1

Teacher Responses to School Wide Survey

Question	Rating 1	2	3	4	5
1. When faced with a behavioral situation in my classroom, I feel I have adequate knowledge of the student and his/her problem to appropriately handle the situation.	1	9	15	10	0
2. I have access to the behavior management plan designed for the student in my class who is identified as emotionally disturbed.	4	11	13	4	4
3. I understand the special education procedure for placing a special education student in an alternative education program.	5	10	9	9	2
4. I am fully aware of the continuum of special education services from the least restrictive to most restrictive placement.	3	10	15	7	1

Table 1 (Continued)

5. I have accurate and current information concerning special education law.	2	12	9	11	1
6. I am aware of how special education laws effect student placement within the public school setting.	3	11	12	8	1
7. I have received in service regarding behavior management techniques in the general education classroom in dealing with special education students	3	10	16	5	1
8. I feel supported by special education staff and administration with regard to the students in my class identified with special needs.	3	16	13	0	2
9. I am interested in additional in service regarding behavior management techniques.	6	11	9	8	1
10. I would like the information and knowledge to adequately deal with behavior problems within my classroom.	12	8	12	2	1

Note. Ratings were on a 5-point scale.(1=always supported,5=never supported).

The number of repeated referrals for behavioral problems was increasing. The result of the survey confirmed that teachers were uncomfortable enforcing behavior management intervention plans due to the inadequate amount of instruction they received in college and from the school district.

Students were not provided appropriate behavioral curriculum within the AEP to teach them how to modify their negative behaviors. Students repeated alternative placement at a high percentage due to the same offense. According to discipline referral records there was not a consistent system in place in the AEP to reward students for desired behavior. Documentation from the principals reemphasized that discipline referrals of special education students had increased during the 1996-1998 school years. At the time of writing this report, a procedural manual for the AEP was being written and reviewed, and was to be implemented by January, 1999.

Discipline policy was not discussed individually or within the classroom prior to referral difficulties. Students were asked to discuss discipline rules as they applied to the classroom. Further investigation provided more insight into the lack of knowledge students possessed concerning discipline policies. To further investigate causes, five students assigned to the AEP were asked their perspective on the infraction that removed them from general education classes. Of the five students, three stated that they had done nothing wrong, and all stated that they were not given the opportunity to discuss the infraction with the

teacher or administrator. Four of the five students perceived that they were not liked by the teachers. Students were questioned about the effect of placement in the AEP on their behavior when they returned to general and special education classes. Results of the investigation showed little information being disseminated to students before the infraction and students were repeating infractions that led to prior discipline referrals. Students were not taught alternative strategies to modify their behaviors when they returned to general and special education classes. Students were not reading the student code of conduct handbook although the signed receipt implied that the information had been read and understood.

Relationship of the Problem to the Literature

In researching the literature for topics related to removal from settings in classrooms to an AEP, a range of literature was reviewed. The Individuals with Disabilities Education Act, (IDEA), 1997, continues to be misinterpreted in certain instances when disciplining students with disabilities. Rules addressing removal of students from classrooms and timeliness for removal are being enforced more diligently by the State Education Agency.

Fink and Janssen (1992) addressed the abused and neglected children in the school setting and discussed the relationship between psychological abuse and difficult behaviors. The evidence showed more than one half of behaviorally disordered students are victims of emotional abuse. The authors also discussed issues inherent to abused

adolescents. The insight gained from the literature review and this practicum is that teachers do not view students individually when addressing behavioral or emotional difficulties.

Teachers do not have adequate training for implementing behavior management techniques in their classroom. Ritter (1989) studied behavior ratings by general and special education teachers from their perspective of problem behaviors of adolescents with serious emotional difficulties. In this study, he found that special education teachers expected appropriate behavior from these students and seemed to maintain stronger views concerning their behavioral and academic expectations than did general education teachers. Cheney and Smith (1994) examined the practice of including students with emotional and behavioral disorders in general education classrooms in a school district and the problem of teachers lack of adequate training and knowledge to manage students with emotional and behavioral disorders. Instead of continuing to segregate the emotionally and behaviorally disordered students, the authors addressed integrating the students into general education classrooms with support from special education personnel. Cheney and Smith (1994) also reviewed personnel needs, and the impact of inclusion on general education teachers and students. The authors strongly recommend providing staff development to the general education teachers to address their need for adequate training in the area of behavior management.

Evidence of the problem in other settings is addressed

by Nichols (1991) who discusses several problems in classrooms established for emotionally and behaviorally disordered students. One problem examined is the credentials of professionals teaching emotionally and behaviorally disordered students and the quality of university training programs. Nichols (1991) stated that preparation programs for prospective teachers of emotionally and behaviorally disordered students need to focus more on the area of social skills training. The article also addressed the impact of teacher and student traits upon one another in the classroom. The significant traits of the teacher include the level of comfort and safety within the school setting, the use of control and power in regard to students, and the reaction to adverse situations within the classroom. The author additionally discussed the problem associated with teachers who attempt to exert control over students with emotional and behavioral disorders and the resulting inappropriate behaviors. The inappropriate behaviors exhibited by the students are the precise behaviors that emotional and behavioral disorder programs attempt to eradicate. Nichols (1991) also focused on the premise that teachers in general education classrooms are attempting to control behaviors instead of focusing on the students' difficulty with academics.

Wassef (1995) discussed the lack of consistent terms when describing emotionally and behaviorally disordered students. The author reviewed literature in the educational, psychological, and medical realm that related to students

with emotional and behavioral disorders. Wassef (1995) concluded that without consistency of terms, accurate assessment becomes difficult. Without the appropriate assessment, these students will not be identified early, and may not receive support services that are needed for success in the classroom.

Abbott (1994) compared the problem of elevated drop out rates of students to exceedingly poor attendance. The author introduced a curriculum that targets the elevated drop out rate of students and introduces an innovative program that encompasses time management skills, and prioritization of tasks. After reviewing discipline records and attendance reports of selected secondary students this writer noted that identified, at-risk students tended to have poor attendance, more failures in school, and higher rates of dropping out. The daily attendance of these students was found to be erratic and most of their absences were unexcused.

Literature was reviewed that addressed causes associated with characteristics of at-risk students. Hoover (1995) studied at-risk 6th through 12th graders, and inappropriate student behaviors that were considered to be violations of the student code of conduct. Many of the infractions led to student placement in an alternative education setting. The author noted that there was not a continuum of placements within many of the school settings.

Gardill, DuPaul and Kyle (1996) studied students identified with attention deficit hyperactivity disorders who exhibited disruptive behavior in the classroom. An outcome

from the study was that teachers were frustrated due to their limited knowledge of behavior management strategies. The students discussed by Gardill, DuPaul and Kyle (1996) were not consistently rewarded or consequenced, were given few opportunities for responding, and were experiencing social and educational difficulties. The students became disruptive not only to themselves, but also interfered with their classmates education.

Fink and Janssen (1992) addressed the issues related to students who have suffered physical and sexual abuse, neglect and/or psychological abuse. Students suffering from abuse exhibited behavior responses that are similar to students who are emotionally and behaviorally disordered. The studies showed the strategies employed by teachers for emotionally and behaviorally disordered students may be more harmful when attempted with abused children. Teachers lacked the information and training necessary to adequately manage adolescents with a history of abuse.

Sanders (1995) identified the impact of peer pressure, student attitudes, teacher attitudes and low socioeconomic status as the reasons for the low motivation of at-risk adolescents. The students seemed to have little to no success in the school setting, peer pressure that advocates not attending school, and given messages by teachers and administrators that at-risk adolescents were not capable of being successful. Many of these students struggle with academics in the classroom, view themselves as failures, and fulfill the teachers expectations.

Dwyer (1997) discussed the serious misinterpretation of IDEA, 1997, as it relates to disciplining students with disabilities. Strong actions on the part of administrators such as expulsion of students with emotional and behavioral disorders create a negative impact on the students. The nature of their disorder insures that the student will react inappropriately and continue to engage in similar activities. It is assumed by teachers, administrators, and staff that students with or without disabilities comprehend and are familiar with the student code of conduct. Dwyer (1997) stresses familiarity with IDEA to properly discipline students with disabilities.

After researching secondary schools with alternative programs, Tice (1994) viewed alternative school placement as being designed for students who do not or cannot conform to conventional classroom rules and whose teachers have low tolerance of their disruptive behaviors. These students are placed in an AEP setting without regard to their disabilities or their understanding of the infraction.

Several types of literature and materials were reviewed. Using First Search, this writer accessed ERIC and used the following descriptors: (a) alternative schools, (b) Individuals with Disabilities Education Act, 1997, (c) emotional issues, (d) behavioral issues, (e) discipline of students with disabilities, (f) alternative learning, and (g) adolescents with behavioral problems.

During the literature search and review, several topics were eliminated. Emotional and behavioral issues in the

literature tended to be more related to psychiatric practice than public school. Some of the literature for alternative learning described home schooling, credit by correspondence and alternative learning styles.

Attendance records, student information, teacher input, policy manuals, and information from at-risk student files were used to compare this writer's district to the literature.

In summary, many of the same problems addressed in the literature continue to occur in school settings across the United States, including this writer's district. In contrast to some of the settings studied in the literature, this writer's district remains small and rural, but has similar problems with poor attendance, inappropriate behaviors in the school setting, and lack of teacher training in implementing behavior intervention techniques. Disciplining students with disabilities also seems to be a universal problem that has become more complicated with IDEA, 1997.

Chapter III: Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

The goal that was projected for this practicum was that students with challenging emotional and behavioral difficulties would not be removed from general and special education classrooms by high school administrators and teachers. The writer expected discipline referrals for students with behavioral difficulties would decrease.

Expected Outcomes

The following two expected outcomes were projected as a result of this practicum:

1. After the implementation of the program, student referrals for behavioral problems to the administrator will decrease.
   The standard of performance to be accepted as a successful outcome, will be a reduction in referrals of 8 out of 10 students.
2. Teachers will spend less time on discipline and have more time for teaching.
   After implementation, 8 out of 10 students in the classroom will evidence a decline in discipline referrals during the six weeks grading period as compared to the previous grading period.

Measurement of Outcomes

The expected outcomes were to be measured using the following methods.

After implementation of the program, student referrals

for behavioral problems to the administrator would decrease. The writer was hoping that by compiling, and reviewing student discipline records that outcomes could be measured by tallying discipline referral reports and comparing 1997-1998 referral numbers to previous referral numbers. This method was chosen as an evaluation instrument due to the availability and accessibility of the information. The standard of performance to be a successful outcome would be a reduction in referrals in 8 out of 10 students.

The other expected outcomes was that teachers would spend less time on discipline and have more time for teaching in the classroom. As an evaluation tool, a baseline would be taken for students to chart redirection before and after implementation of the practicum. A pre and post implementation survey would measure the percentage of time teachers spent on discipline in their classrooms (see Appendices B and C). Surveys would be presented to the selected teachers in written form during faculty meetings. The standard of performance to be accepted as a successful practicum would be that 8 out of 10 students in the classroom would evidence a decline in discipline referrals during the six weeks grading period as compared to the previous grading period. This writer had planned that this method of evaluation would be less intrusive and relatively easy to access. Referrals of targeted students to the AEP center would be reviewed prior to and after intervention to determine if a reduction in referrals occurred.

Unexpected events and difficulties that effected the

success of this practicum would be recorded in a journal on a daily basis. The journal not only would include observations, but would address questions concerning the challenges that might arise. Teachers would participate by documenting questions and difficulties when implementing strategies. All information gathered would be used to predict the successfulness of this practicum.

Chapter IV: Solution Strategy

Discussion and Evaluation of Solutions

Students with challenging behavioral and emotional difficulties were being removed from general and special education classes by high school administrators and teachers. Topic areas that were reviewed in the literature by this writer included alternative schools, emotional and behavioral difficulties in adolescents, IDEA, 1997, and disciplining students with disabilities.

A review of the literature was completed by this writer. The literature discussed new federal and state discipline procedures for students with disabilities.

Dwyer (1997) reviewed the IDEA, 1997 regulations pertaining to discipline procedures for students with disabilities. The author stated that the education of all teachers and staff with regard to the legal ramifications of IDEA, 1997 is critical. Compliance with IDEA, 1997, ensures that the writer's district would be in agreement with new federal laws.

A "best practices" model was provided by Dwyer (1997) to insure that all students are disciplined according to need and disability. The reconfigured IDEA, 1997, would provide a consistent method for disciplining special education students. The difficulty would ensue in the districts' interpretation of the law.

This writer reviewed literature that considered AEPs in a positive light when consistency and fairness were used to identify students appropriate for the setting. These

alternative placements have taken on many interpretations according to the need of the communities. The literature supports AEP placements for discipline infractions.

Tice (1994) discussed the alternative placement as an option for students who would not benefit from the traditional education process. Instead of a student being suspended or expelled from the school setting for discipline infractions, the author found the alternative placement would provide the student a free and appropriate public education.

The literature was reviewed concerning at risk students who do not respond to traditional discipline. Tice (1994) suggested that alternative schools offer innovative practices as a replacement for traditional schooling. The author introduced the use of technology in the alternative placement to assist those students who would not benefit from traditional learning.

Abbott (1994) found poor attendance of high school students to be a documented occurrence and a stimulus for beginning the Alternative Learning Program for the High School Age (ALPHA). The author reported that ALPHA promoted more specific interventions for academic and social growth and alleged that a varied curriculum motivated students to use visual, auditory, and kinesthetic learning techniques. The ALPHA program introduced strategies to modify and change inappropriate behaviors before students returned to mainstream education. This program provided a different approach to teaching emotionally and behaviorally disordered students.

Hoover (1995) designed and implemented a behavior modification level system which promoted transition from an AEP setting to the general education setting. Providing students in the AEP setting with clear and concise rules in the form of a level system promoted better understanding of behaviors accepted in the general education setting (Hoover, 1995).

The articles by Tice (1994), Abbott (1994), and Hoover (1995) all reviewed AEP placements as non-traditional approaches to education. The literature provided ideas and innovative programs to insure appropriate education in an alternative setting. The literature also highlighted programs that would be successful for students who do not respond to traditional education.

The literature regarding behavioral interventions for students identified as attention deficit/hyperactivity disordered was also reviewed. Gardill, DuPaul, and Kyle (1996) suggested classroom strategies for dealing with students with challenging behaviors. DuPaul and Barkley (1990) reported successful behavioral interventions that are effective with attention deficit hyperactivity disordered students.

It was reported that collaboration between home and school had a positive effect on student behavior. DuPaul and Stoner (1994) demonstrated that home and school collaboration is effective in modifying behavior when both home and school are involved in the process. Without support in both settings, modifying a student's inappropriate behavior

becomes a difficult task for the teacher.

In the literature it was reported that teachers are more tolerant of students with behavioral problems following training. Gardill, DuPaul, and Kyle (1996) reported that assisting teachers in learning and implementing behavior intervention strategies is essential for student success and increases the teachers' ability to maintain order in the classroom.

Colvin (1993) provided a staff development model for empowering teachers to use a proactive approach to solving problem behaviors. One topic compared proactive and reactive approaches to students with challenging behaviors. Teachers were provided information pertaining to the implementation of the proactive model and encouraged to design a plan before the crisis occurs. Sprick (1993) provided a set of intervention materials for school staff to cultivate at risk student learning. Concepts dealing with respect for students, collaboration between staff members, and the development of an intervention plan were among the topics presented. The emphasis of the intervention materials is to assist teachers and staff in creating a safe, and productive learning environment.

Botwinik (1997) offered techniques for working with at-risk secondary students. The techniques were hands-on types of experiences that would encourage the students to attend school. The article by Botwinik (1997) encouraged teachers working with at-risk secondary students to use innovative methods to instruct these students and

simultaneously decrease the stress produced in many of the classroom situations. Haenn (1997) presented a program that encouraged at-risk students to remain in school and prepared them to return to general education.

Due to her attendance at conferences on identifying emotionally and behaviorally disordered children and interventions that are effective with these students, this writer planned to assume a consulting role that would assist teachers with implementation of intervention strategies. The consultation strategy would be successful due to the writer's assignment to the high school. This LSSP would assist teachers in collecting previous and current baseline information and assist them in implementing appropriate intervention strategies in the classroom.

In-service training in the area of non-violent crisis intervention would be provided to teachers and administrators by certified trainers. In-service training would be provided to teachers in behavior management intervention techniques such as contracts between the teacher and student, positive feedback, and immediate reinforcement. Teachers would brainstorm the arguments for and against using behavior management techniques within the classroom if the results would be effective. Ultimately this writer hoped that implementation of the techniques would assist teachers in restoring order to the classroom. Teachers would begin to feel more in control of their classrooms. Teachers and administrators would be given the opportunity through on going in-service training to implement plans and return with

peers to discuss the progress of the plan.

In-servicing administrators and staff with an overview of the issues related to emotionally and behaviorally disordered students in a school setting would prevent some difficulties from recurring. The literature indicated a lack of knowledge and techniques for teachers and administrators in dealing appropriately with emotionally and behaviorally disordered students. In this writer's setting, teachers cooperated when they felt prepared and supported. The high school population was small so intervention techniques would not be burdensome. This writer planned to provide in-service training with teachers and administrators with the Special Services Director's approval. Due to the small size of the high school staff, it was going to be possible to implement in-service training wherein the teachers were to be provided a forum to discuss other problems in their classrooms with colleagues.

The literature continues to show a demand for research in the area of behavior intervention techniques and the implementation of these techniques in the classroom. In this writer's setting, the population of students considered emotionally and behaviorally disordered was not sufficient to make predictions for larger districts.

An in-service training program was to be implemented for teachers to learn to manage students with challenging emotional and behavioral difficulties. Implementation of the in-service program was going to address the lack of training and understanding that staff and administrators possessed

when dealing with students with emotional and behavioral difficulties. In-service training was to be held on the high school campus for five teachers who agreed to participate. The teachers were going to participate in four training sessions over a period of 12 weeks. The first session would introduce and review the new IDEA, 1997. The second session would examine current research regarding children with challenging behaviors. The third session would provide teachers, administrators, and staff with strategies for behavioral interventions. The fourth and last session, within three weeks of session three, would serve as a follow up to evaluate the intervention strategies employed and the effectiveness in each of the classrooms.

Following in-service training, this writer projected that students would remain in classrooms rather than being referred to the administrators for punitive actions.

Description of Selected Solutions

This writer was going to serve as a mentor for teachers regarding behavioral interventions.

1. The writer would conduct in-service training.
2. The writer would serve as a behavioral consultant.
3. The writer would assist teachers with implementation of behavioral interventions.
4. The writer would instruct and assist teachers with data collection.
5. The writer would provide a safe environment for teachers to discuss classroom concerns

regarding student behavior.

By implementing these intervention strategies, this writer projected a decrease in discipline referrals for 8 out of 10 students in general and special education classrooms. With the decrease in discipline referrals, teachers would be more available for classroom facilitation of learning. This writer was hoping that the process of data collection and implementation would not be cumbersome and would allow for accurate results.

Concise discipline rules within the AEP correspond to the "best practices" model of Dwyer (1997) and insure a successful program. After implementation, the procedure manual for the AEP center in this writer's district was going to be reviewed and revised to include the manner in which a student would enter the placement and the manner in which the student would exit the placement. The procedure manual would address levels of success more comprehensively and students would be encouraged to take responsibility for their actions. The application of clear and concise guidelines for entrance and exit to the AEP would provide an alternative to the student identified as at risk for dropping out of school. The AEP placement would be determined on an individual basis not as a "knee-jerk" reaction to an infraction in the classroom.

After in-service training and implementation of this practicum, this writer hoped that teachers would spend less time on discipline and more time on teaching. Specific interventions related to behavioral difficulties were

researched by this writer and were to be presented to teachers' during in-service training. Teachers participating in this practicum would become more tolerant of students with behavioral difficulties and would apply strategies that they learned during in-service training sessions.

With the influx of students identified as attention deficit/hyperactivity disordered to this writer's district, teachers and administrators would become aware of the differences among these identified children rather than only as compared to their non-disabled peers.

Report of Action Taken:

Before implementation of this practicum, this writer queried the Director of Special Programs in this district and gained permission from the high school principal to begin implementation. During implementation, the time line was followed as designed without many modifications. The difficulty occurred and was documented in the midpoint progress report. A major stumbling block was continuing implementation during the summer school session at the high school and attempting to complete the practicum in the fall. Only one of the five teachers recruited taught during the summer and only a few of the selected students were in attendance.

As that hurdle was approached and overcome, the next issue involved the beginning of school and the return of faculty and students. Although all the teachers returned, only one of the students returned to the high school. The attrition occurred as others moved from the district, were

placed in an alternate education setting out of district, or were incarcerated. Other students were discussed to replace the students that were no longer enrolled at the high school but with only four weeks left in the study, it was decided to continue with the remaining participant.

Five strategies were employed to decrease the number of inappropriate referrals to administrators and increase the amount of time teachers spent teaching in the classroom.

During the first week of implementation in May, 1998, this writer provided in-service training to the five teachers involved in this practicum. Teachers were given copies of the pages of the IDEA, 1997, document that dealt with discipline and aspects of the law were discussed with regard to the school setting. Specific sections of the law relating to suspension and expulsion, change of placement, and the purpose of a manifestation hearing were discussed. Through educating the teachers on legal aspects of IDEA, 1997, teachers were able to understand the compliance issues involved with state and federal discipline procedures to provide a free and appropriate public education for all children. Teachers were provided with training for the implementation of behavior management strategies in the classroom. In-service training provided knowledge and understanding for teachers concerning the characteristics of children with behavioral and emotional difficulties and strategies to be employed in the classroom. Critical methods of data collection through baseline observation were explained and implemented in classrooms. Teachers were able

to discuss the aspects of the law as it applied to their classrooms. The IDEA document was placed in the principal's office at the high school for reference purposes. Teachers were asked to become more aware of the ramifications of the law and the impact it would have on the school and staff. No unexpected events occurred and teachers felt more knowledgeable about IDEA.

During week two, month one the writer conducted an in-service training session with the five teachers that instructed them in actual data collection. Teachers tracked student behavior over time and documented changes. Data collection also provided insight into antecedents that may have influenced the behavior.

Teachers were asked to implement a specific strategy in their classroom to gain baseline data for planning behavioral strategies. Teachers agreed to keep a daily observation log for the selected students, but baseline data collection was sporadic. With students withdrawing from the high school, teachers were becoming less interested in keeping data on one or two students. This writer found it more difficult to motivate the teachers, but the teachers continued to participate. The daily observation log was completed on the selected students, but the baseline data was not completed consistently. This writer gathered bas line information from her own observations in the classrooms.

During week three, month one this writer met individually with each participating teacher and discussed documented behaviors. This writer assisted teachers in

identifying three behaviors to be targeted for intervention. Each teacher chose targeted behaviors which included being prepared and on time to class, respecting the rights of others, and turning in class assignments. Teachers were asked to meet with their colleagues and present their interventions to each other. This effort was to encourage collaboration between teachers when dealing with students exhibiting challenging behaviors. The tasks were completed by all participants. The writer provided a safe environment for teachers to discuss classroom concerns regarding student behaviors. All five teachers were given the opportunity and came to sessions twice monthly where they discussed specific children with their colleagues without fear of reprisal or rejection. These meetings took place during the third and fourth week of each month of implementation.

During week four, month one, this writer presented in-service training where she discussed the behaviors that were selected for intervention, and strategies that would be used to decrease behavior difficulties in the classroom. Current research from the literature pertaining to students with challenging behaviors was reviewed. Teachers were given strategies to implement that would assist in decreasing inappropriate behaviors. Some of these strategies included proximity to the student, ignoring of minor behaviors, and private discussions with the student regarding the inappropriate behavior. Other strategies were to use seating charts, to have rules clearly posted, and to expect appropriate behaviors. Each teacher was to implement one to

two of the strategies for a specified length of time which they agreed would be a two week period. They were to continue documenting observations in their daily logs to note the impact of the intervention strategies. This writer was not aware of any unexpected events.

During week one, month two, discipline referrals from the teachers, for the first four weeks of implementation with selected students, were reviewed by this writer. Results were discussed with the participating teachers individually due to their time limitations. Positive results included a decrease in discipline referrals overall by the participating teachers. Teachers were targeting not only the selected students, but all students in their classrooms to exhibit appropriate behavior. Teachers reported that students responded to clear and concise rules and expectations for the classroom and teachers were spending less time on discipline. With the introduction of a seating chart in the classroom, teachers were able to learn the names of the students and students were exhibiting more control of their actions. All strategies that had been implemented were beginning to exhibit positive effects.

During week two, month two, completed observations and baselines were collected and compiled by this writer to begin to analyze patterns of behaviors that were being exhibited by the selected students. Participating teachers were given an oral summary by this writer that discussed the observations and strategies observed in the classroom. Before implementation, teachers were not in control of their

classrooms and students were not responding to teacher requests. In one of the five classrooms, total chaos had been observed with students walking around the room, visiting their friends, and continuing to talk while the teacher attempted to lecture. After strategies for behavior management were introduced, the classrooms were more organized and were more conducive to learning. Teachers stated that they were more comfortable enforcing rules discussed with the students that were clear and concise.

This writer was able to become a behavioral consultant for teachers involved in the study and for others who were curious about the practicum. By this writer completing observations in the classrooms, teachers began contacting this behavioral consultant weekly throughout implementation to assist with behavior plans, documentation gathering, or implementing changes in the classrooms. A comfort level was reached that allowed teachers to become more assertive in asking for assistance.

During week three, month two, students selected for behavior intervention were informally interviewed to discuss their understanding of discipline strategies employed in the classroom. After the informal interviews, students anonymously provided written feedback to this writer detailing the effects of the intervention strategies. Two of the selected students were aware of changes in the classroom, but were not able to identify them. From the written feedback, this writer was able to project a change in the atmosphere of the classroom, and a change in student

expectations in the classroom. Students were supportive of the changes and were willing to participate in restructuring their classrooms to avoid discipline referrals. The teachers met to discuss the feedback received from the students regarding intervention strategies employed in their classrooms.

During week four, month two, teachers attended in-service training and were provided knowledge and information that pertained to characteristics of children exhibiting behavioral/emotional difficulties and appropriate intervention strategies to be employed. The manner in which this writer could assist teachers with implementation of behavioral interventions with specific students was addressed. Nine times during the second four weeks of implementation this writer was able to effect change in both the student and teacher through role modeling within the classroom. This writer modeled proximity to the student by moving toward them when they were disruptive, students were ignored when they blurted out answers without raising their hand, and students were verbally redirected when they exhibited off task behavior. By providing information concerning the purpose of a behavior intervention plan, teachers became more willing to implement the plan in their classroom. Teachers were given the skills to identify differences between children with true emotional/behavioral difficulties and children who are troublesome for other reasons. Teachers were also introduced to behavior management intervention plans and were becoming familiar with

their purpose and usefulness in the classroom setting.

During week one, month three, this writer reviewed discipline referrals, grades and attendance records to document a decline in referrals to the administrator for discipline problems. Student referrals for discipline had decreased by 50% and student attendance in school had increased by 70%. The students that had previously been referred and placed in the AEP were spending more time in the classroom. If a referral had occurred, students had been assigned to detention hall instead of the AEP. Although the grades had not improved drastically, students were participating more and were complying to the rules in the classroom.

During week two, month three, teachers were given results of the referral record review. Results included a decrease in student discipline referrals for minor offenses, and an increase in school attendance, especially in the classrooms that were involved in the intervention. Student withdrawal for varying reasons from school was considered when reviewing the referral records. The withdrawals were not a factor in the overall referral and attendance review. During a brainstorming session, teachers were provided the opportunity to discuss information concerning discipline referral rates before and after intervention strategies. Teachers would identify strategies that had been successful and unsuccessful in the classroom. All five of the teachers reported that the seating chart had produced much resistance by students in the targeted classrooms. Two of the teachers

were retreating from the use of the seating chart due to the increase in aggressive verbal behavior from the students, but reinstated it when chaos returned to the classroom. The results were positive and appropriate behavior in all five classrooms increased. Clear and concise rules in the classroom were initiated and students responded in a positive manner. The rules were discussed and agreed upon by class members and the teacher. Rules were applied in a consistent and fair manner and resulted in a more structured learning environment.

During week three, month three, a mini session for participating teachers was held during the school day to discuss implementation of behavior management. The strategies that were introduced would be implemented to decrease the amount of discipline referrals to the administrators. Some of the strategies introduced were the use of proximity to the student to diffuse any situation that might escalate, continued use of a seating chart, immediate and random positive reinforcement of students, and private conversations with the student regarding inappropriate behavior. Through a consistent behavior management program such as posting rules with rewards and consequences for each behavior, and/or affording students the opportunity to earn points for on task behaviors, and completion of the assigned task, teachers would be able to spend more time on teaching rather than disciplining students.

During week four, month three, this writer examined results of the behavior intervention strategies in the

classrooms. After implementation, teachers completed a post implementation survey on the effectiveness of the intervention training and the support received during the implementation (see Appendix C). Teachers implemented a behavior management strategy in their classrooms that would decrease the number of discipline referrals to the administrator. As teachers discussed the behavior strategies implemented in each of their classrooms, similarities of strategies and consistency of rules appeared.

Chapter V: Results

Results

The problem was that students with challenging behavioral and emotional difficulties were being removed from general and special education classes by high school administrators and teachers. Solution strategies included surveying staff and student; providing training in the areas of Individuals with Disabilities Education Act, behavior management techniques and data collection for baseline observations; and teachers implementing consistent behavioral expectations in the classroom. Five general education and special education teachers participated in implementation of this practicum.

The primary goal projected for this practicum was to decrease the number of discipline referrals from general and special education and provide teachers with behavioral strategies to decrease time spent on discipline and increase time spent on teaching.

The outcomes of this practicum were:

1. Student referrals for behavioral problems to the administrator will decrease. The standard of performance to be accepted as a successful practicum would be a reduction in referrals in 8 out of 10 students.

   This outcome was not met. The decrease in enrollment of the ten students targeted for the practicum had an effect on the outcome of the practicum.

If success were measured using the one student that remained then the outcome would have been met with the decline of this student's referrals to the administrator at the high school. The teachers' coordinating efforts for this one student stated that his behavior in the classroom has become more appropriate.

2. Teachers will spend less time on discipline and have more time for teaching. The standard of performance was that after implementation, 8 out of 10 students in the classroom would evidence a decline in discipline referrals during the six week grading period as compared to the previous grading period.
This outcome was not met. Circumstances that could not be predicted influenced the outcome of this objective. With the withdrawal from school of 9 of the 10 students, the results collected would be invalid.

Discussion:

According to the standard of performance set by this writer, neither of the outcomes was met. Due to unanticipated events, the writer had only one student return when school began this fall. The other students moved out of district, were enrolled in an alternative education placement in the district, or were incarcerated for crimes away from school.

An unanticipated outcome is the teachers' performance change in the classroom. This writer observed that after

behavior management was modeled for the five teachers and suggestions for more consistent behavior interventions were provided, the teachers themselves became the focus of this writer's behavior modification intervention. As the five teachers began to use seating charts, apply structured rules to individual classrooms, and intervene early with behavioral difficulties, students behavior improved. The teachers' manner of enforcing discipline changed.

Results showed that not only did referrals decrease, but teachers began teaching and enjoying the students. Less time was spent on discipline due to the teachers' ability to handle problems in the classroom. As teachers' became more involved in managing their classrooms, administrators became more proactive and more invested in student success. Colvin (1993) has developed a staff development model that empowers teachers to use a more proactive approach when managing challenging behaviors.

The teachers felt empowered to implement new policies and rules in the classroom and the students responded to the change. In this sense, the goal was met with the five teachers becoming the change agent applying strategies they had learned. As Gardill, DuPaul, and Kyle (1996) stated, assisting teachers in acquiring knowledge and training to implement successful behavior intervention strategies is integral in attaining the positive results.

Although the writer's outcomes were not met, enormous change was affected in teacher knowledge of and attitudes toward students with challenging behavioral and emotional

difficulties. Teachers, administrators, students, and staff became more positive and more willing to discuss alternatives instead of automatic removal from the classroom. The work completed by this practicum has opened up communication between teachers, administrators, students, and staff in the school setting and allowed communication to be open and constructive. Students are beginning to think about the choices they make and the consequences of those choices.

Given the opportunity to expand on this practicum, this writer would select a larger sample of students and teachers.

Recommendations:

1. The writer recommends that in-service training by qualified personnel, for all staff, in the area of behavior management and intervention, be provided annually at the beginning of each school year.
2. The writer recommends that special education personnel be trained to assist teachers with students exhibiting challenging behaviors. This would provide teachers with an easily accessible resource.
3. The writer recommends that a peer monitoring program be established to provide at-risk students with positive role models.
4. The writer recommends that students be provided a forum to express their ideas concerning the present student code of conduct. Each student receives the handbook at the onset of the school year. Students are asked to sign a receipt that acknowledges their understanding of the handbook content. A discussion of the information in a

homeroom setting would be more meaningful.

5. The writer recommends that teachers and staff be apprised of new special education rules and regulations through ongoing in-service training.
6. The writer recommends that the high school administrators and teachers build behavior management strategies into the campus plan. The five teachers trained would be able to mentor other staff on the high school campus.

Dissemination

This practicum will be distributed to the teachers and administrators that participated at the high school campus. The administrators at the central office in this writer's district will have access to a copy of the practicum.

No plans have been finalized for presentation of this practicum.

References

Abbott, G.M. (1994). ALPHA: A Survivor (Alternative Learning Program for the High School Age). Educational Leadership, 52(1), 23-26.

Botwinik, R. (1997). Tips for Working with the At-Risk Secondary Student. Clearing House, 70(3), 141-142.

Cardgill, M.C., DuPaul, G.J., Kyle, K.E. (1996). Classroom Strategies for Managing Students with Attention-Deficit/Hyperactivity Disorder. Intervention in School and Clinic, 32(2), 89-94.

Cheney, D., Smith, V. (1994). From Segregation to Inclusion: One District's Program Changes for Students with Emotional/Behavioral Disorders. Education and Treatment of Children, 17(3), 332-346.

Colvin, G. (1993). Reconceptualizing Behavior Management and School-Wide Discipline in General Education. Education and Treatment of Children, 16(4), 361-381.

DuPaul, G.J., Barkley, R.A. (1990). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment. 573-612. New York: Guilford.

DuPaul, G.J., Stoner, G. (1994). ADHD in the Schools: Assessment and Intervention Strategies. New York: Guilford.

Dwyer, K.P. (1997). Disciplining Students with Disabilities. Communique, Fall, 5-8.

Ellis, J. (1997). What a Seriously At-Risk Student Would Really Like To Say to Teachers about Classroom Management. Education Canada 37(2), 17-21.

Fink, A.H., Janssen, K.N. (1992). The Management of the Maltreated Adolescent in School Settings. Preventing School Failure, 36(3), 32-36.

Gardill, M.C., DuPaul, G.J.& Kyle, K.E. (1996). Classroom Strategies for Managing Students with Attention Deficit/Hyperactivity Disorder. Intervention in School and Clinic, 32(2), 89-94.

Haenn, J.F. (1997). Alternative Education for At-Risk Students Performing below Potential: Evaluation of One LEA's Attempt to Provide a Solution. Speech Conference Paper. 1-22.

Hoover, J.T. (1995). Alternative Learning: A Behavior Modification Plan for At-Risk Youth. NASSP Bulletin, 33-38.

Nichols, P. (1991). Through the Classroom Door: What Teachers and Students Need. Mountain Plains Regional Resource Center. Des Moines, IA.

Ritter, D.R. (1989). Teachers' Perceptions of Problem Behavior in General and Special Education. Exceptional Children, 55(6), 559-564.

Sanders, J. (1995). Improving Classroom Behavior through a Motivational Intervention. Master's thesis.

Sprick, R. (1993). Interventions: Collaborative Planning for Students at Risk. Longmont, CO: Sopris West Inc.

Tice, T.N. (1994). Alternative Schools. Education Digest, 60(4), 44-49.

Wassef, A. (1995). In Search of Effective Programs to Address Students' Emotional Distress and Behavioral Problems. Part III: Student Assessment of School-Based Support Groups. Adolescence, 31(121), 1-16.

Appendix A

School Wide Teacher Survey

School Wide Teacher Survey

Please rate the following questions from 1-5:
1 = always, 2 =sometimes, 3 = average, 4 = rarely, 5 = never

1 When faced with a behavioral situation in my classroom, I feel I have adequate knowledge of the student and his/her problems to appropriately handle the situation?
1 2 3 4 5

2 I have access to the behavior management plan designed for the student in my class who is identified as emotionally disturbed.
1 2 3 4 5

3 I understand the special education procedure for placing a special education student in an alternative education program.
1 2 3 4 5

4 I am fully aware of the continuum of special education services from the least restrictive to most restrictive placement.
1 2 3 4 5

5 I have accurate and current information concerning special education law.
1 2 3 4 5

6 I am aware of how the special education laws affect student placement within the public school setting.
1 2 3 4 5

7 I have received in service regarding behavior management techniques in the general education classroom in dealing with special education students.
1 2 3 4 5

8 I feel supported by special education staff and administration with regard to the student(s) in my class identified with special needs.
1 2 3 4 5

9 I am interested in additional in service regarding behavior management techniques.
1 2 3 4 5

10 I would like the information and knowledge to adequately deal with behavior problems within my classroom.
1 2 3 4 5

Appendix B

Pre Implementation Survey

Pre Implementation Survey

1. What percentage of time in your classroom do you spend on discipline (per class period)?

   Less than 10% _____

   20-30% _____

   30-50% _____

   Over 50% _____

2. On an average, per class period, do you seem to always have to discipline the same student or students?

   _____ Yes _____ No

3. Do you have specific behavioral intervention strategies that you use with students before you refer them to the office?

   _____ Yes _____ No

   Please write a short description of the strategies:

   _____

   _____

4. What is your current tolerance level when dealing with behavior/discipline problems in your classroom?

   _____ Low _____ Medium _____ High

   (do not allow) (overlook some) (tolerate most)

5. Do you view your participation within this practicum as beneficial when dealing with students with challenging behaviors?

   _____ Yes _____ No

Comments: _____

_____

Optional Signature: _____

Appendix C

Post Implementation Survey

Post Implementation Survey

1. What percentage of time in your classroom do you spend on discipline (per class period)?

   Less than 10% _____

   20-30% _____

   30-50% _____

   Over 50% _____

2. On an average, per class period, do you seem to always have to discipline the same student or students?

   _____ Yes _____ No

3. Have you implemented specific behavioral intervention strategies that you use with student before you refer them to the office?

   _____ Yes _____ No

   Please write a short description of the strategies:

   _____

   _____

4. What is your current tolerance level when dealing with behavior/discipline problems in your classroom?

   _____ Low _____ Medium _____ High

   (do not allow) (overlook some) (tolerate most)

5. Do you view your participation within this as beneficial when dealing with students with challenging behaviors?

   _____ Yes _____ No

Comments: _____

_____

Optional Signature: _____